



**An aspect report on provision in Scotland's colleges by
HM Inspectors on behalf of the
Scottish Funding Council**

**Preparing learners in Scotland's
colleges for employment or
further study
26 August 2011**



Scottish Funding Council
Promoting further and higher education

**Education Scotland
Foghlam Alba**

| Contents | Page |
|--|-------------|
| 1. Introduction | 1 |
| 2. Summary of key findings | 4 |
| 3. Provision in Scotland's colleges | 6 |
| 4. Profile of successful learners | 10 |
| 5. Employers | 15 |
| 6. Progression to further study or employment | 19 |
| 7. Recommendations | 25 |
| 8. Excellent practice | 26 |
| Appendices | |
| Appendix 1: Employment in Scotland 2009 | 28 |
| Appendix 2: HMIE groupings of subject areas | 29 |
| Appendix 3: Enrolments by HMIE grouping 2005-6 to 2009-10 | 30 |
| Appendix 4: Enrolment trends for selected programme groupings | 31 |
| Appendix 5: Colleges involved in fieldwork for this report | 33 |
| Websites consulted | 33 |
| Glossary of terms | 34 |

1. Introduction

1.1 Background

Scotland's colleges have a wide-ranging mission. They meet the needs of a wide range of stakeholders, including individual learners, local communities, regional and national bodies and the national and international economies. That they meet all of these needs to a very large extent is testament to the commitment of the staff and Boards of Management in colleges.

The Scottish Government has identified six key economic sectors, as well as the university sector, in its skills strategy, *Skills for Scotland*¹:

- financial and business services;
- energy;
- tourism;
- life sciences;
- food and drink; and
- creative industries

This report will evaluate the extent to which Scotland's colleges are working to address the skills needs of these key economic sectors.

Employment statistics in Scotland are well documented. The Scottish Government produces a wide range of statistical information on Scotland's economy. Of particular interest to colleges is the publication of data on employment by industrial classification. Data on employment by broad industrial grouping is in Appendix 1.² While this data is very useful in giving a picture of employment in Scotland, very few colleges plan their provision with reference to the broad groupings of the Standard Industrial Classifications³. As a result, it is difficult for colleges to evaluate their provision against employment patterns.

There are national, regional and local aspects of Scotland's economy. Colleges use a wide range of sources of intelligence on the national economy to inform their portfolios of provision. Of particular note are the reports produced by the Sector Skills Councils on skills needs in their industries. For example, land-based industries colleges make good use of market intelligence from *LANTRA*, the sector skills council for land-based industries. Creative industries programme teams make use of reports from *Skillset*, the sector skills council for creative media, to include aspects of marketing, finance and sales in programmes. Reports from sector skills councils often identify a broad range of personal and core skills as important attributes of successful employees in their sector. National reports from Scottish Government and its agencies, such as Skills Development Scotland (SDS) are also important in influencing how colleges address national issues related to education and training.

At the regional and local levels, college activity to identify training and development needs is characterised by strong partnerships with a wide range of organisations. All

¹Skills for Scotland: <http://www.scotland.gov.uk/Publications/2007/09/06091114/0>

² Taken from: <http://www.scotland.gov.uk/Topics/Statistics/Browse/Labour-Market/BRES-Employee-Jobs-Sco/Q/EditMode/on/ForceUpdate/on>

³ <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=14012>

colleges participate in Community Planning Partnerships, which bring key public, private, community and voluntary representatives together to identify and plan, among other things, appropriate programmes of training and development to meet the needs of the people in the community. Links with business organisations are also strong. For example, many college principals or senior managers are members of their local Chamber of Commerce and gain valuable intelligence on economic matters from close links with local employers.

Other partnerships are important for colleges. For example, West Lothian College participates in the local *Economic Partnership Group*. Stevenson College Edinburgh is a member of the *Capital City Partnership*. More specifically, many colleges have important partnerships with individual employers for the provision of training, either on-campus or at the employer's premises. For example, there are strong links between Anniesland College and local employers *Rolls Royce* and *BAE Systems*. West Lothian College has very strong links with major local employers such as *Sky*, *Dobbies*, *Sainsbury's* and *Mitsubishi*, delivering training for them and being actively involved in their recruitment campaigns for new staff.

In many colleges, programme teams make good use of local intelligence about current and future employment trends through discussion with managing agents for modern apprenticeship (MA) programmes. This is particularly helpful in identifying gaps in skills development in specific sectors of the economy.

In almost all colleges, programme teams have set up advisory groups of employers and other stakeholders to advise on programme and curriculum development. Many of these groups are very influential and active, whilst others are not. Moreover, these advisory groups do not cover all programme areas and their impact on curriculum and programme development is not always clear.

In addition, for many colleges, there is an increasing international dimension to their work, either through outreach provision abroad for a few colleges or, more commonly, through provision in Scotland for international learners. In this way, Scotland's colleges are contributing to the skills development of national economies beyond Scotland and bringing useful income into Scotland.

1.2 Methodology

This report examines and evaluates two important and broad aspects of colleges' activity:

- how well do colleges prepare learners for employment? and
- how well do colleges prepare learners for further study?

all in the context of meeting the needs of Scotland's economy.

Specifically, the report evaluates the range of provision, the profile of successful learners, the needs of employers and how well learners progress to employment or further study. It finds strengths in a number of areas and makes a number of recommendations.

In preparing this report, inspectors visited a sample of eight colleges, drew on the findings of published HMIE external reviews of colleges, and examined other relevant publications and reports. They consulted with key stakeholders, including college practitioners and Scottish Government officials.

2. Summary of key findings

Strengths

- Scotland's colleges have established, over long periods of time, very good intelligence about local and regional economies and this intelligence has informed very well the development of appropriate portfolios of provision.
- All colleges have long-established and successful partnerships with employers and employer organisations.
- There is comprehensive provision of vocational programmes across Scotland's colleges. Higher National Certificate (HNC) and Higher National Diploma (HND) programmes are particularly important for colleges' contributions to skills development. Between 20% and 25% of higher education in Scotland is delivered through HNC and HND provision in colleges.
- All colleges offer short course opportunities for those in employment. Many colleges have very extensive provision of this type.
- Colleges contribute significantly to the training and education of *Modern Apprentices*.
- Increasingly, full-time programmes in many colleges incorporate a period of work placement in provision, particularly at Scottish Credit and Qualifications Framework (SCQF) levels 4-6.
- The increased focus in colleges in recent years on the development of learners' employability skills has had a positive impact on their readiness for work and on their value to employers.
- Almost all colleges have agreements with local or other Higher Education Institutions (HEI) for progression or articulation.
- Most colleges deliver programmes for mature learners without prior qualifications to enable them to enter first degree programmes at an HEI. Many of these programmes are delivered under the auspices of the Scottish Wider Access Programme⁴ (SWAP) and guarantee a university place for successful learners on access programmes.

Areas for development

- There is no systematic reporting or publication of attainment in core skills units to inform actions for improvement of learners' core skills.
- Although core and essential skills are included in most programmes, teaching staff do not always make sufficiently clear to learners the importance to employers of these essential skills, including employability.
- In many subject areas in many colleges, advisory groups are not effective in bringing employers and programme teams together for the benefit of the college, employers and learners.
- In general, colleges do not have robust or comprehensive data about the destinations or next steps of their learners.
- Comprehensive articulation arrangements exist for only a minority of HEIs. The record of articulation with a few universities is very poor.

⁴ SWAP: <http://www.scottishwideraccess.org/>

- Although college programme and guidance teams work well to support learners into employment, they generally find it difficult to track learners once they have left college.
- Very few colleges plan their provision with reference to the broad groupings of the Standard Industrial Classifications⁵. As a result, it is difficult for colleges to evaluate their provision against employment patterns.

⁵ <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=14012>

3. Provision in Scotland's colleges

3.1 Range of subject areas

As can be seen from Table 1, Scotland's colleges provide education and training to just under half a million learners each year. This volume of delivery should be seen in the context of the constraints on fundable learner activity agreed between colleges and the Scottish Funding Council (SFC). Figures are available from the SFC *Infact*⁶ database for the academic years 1998-99 up to academic year 2009-10. For the purposes of this report, the last five years' data have been used.

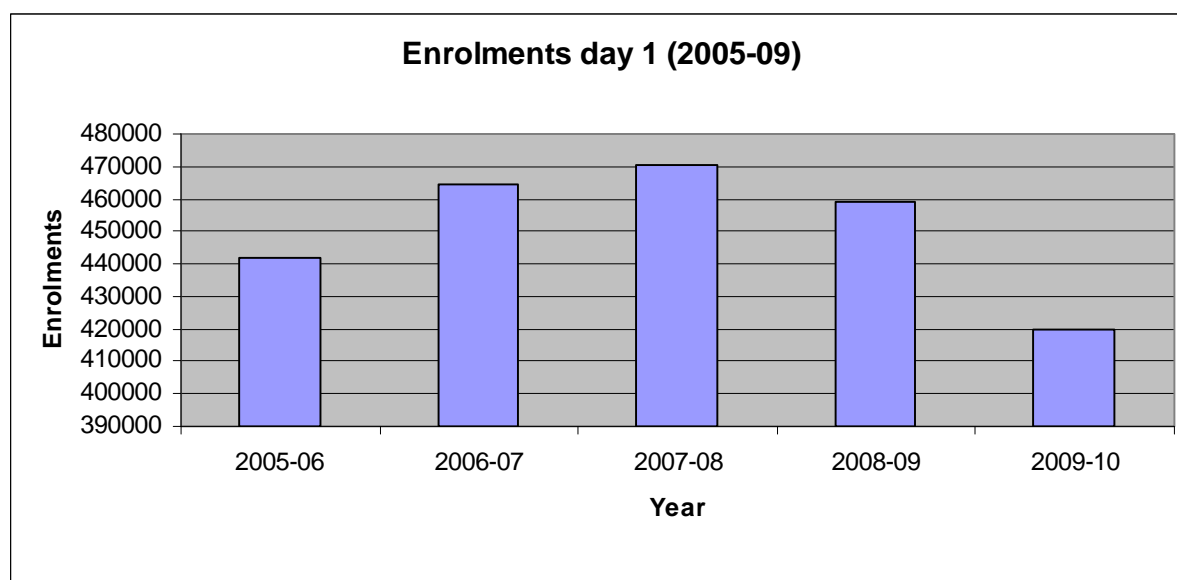


Table 1: Total enrolments in Scotland's colleges over the past five years. Source SFC

These enrolment numbers include all modes of study and both further education (FE) and higher education (HE) programmes. The figures represent the total number of learners studying in Scotland's colleges. The chart does not imply a decrease in the levels of activity. Rather, since 2007-08, there has been a move away from part-time provision to more full-time programmes. In June 2010, the National Records of Scotland estimated⁷ that there were around 3.2 million people of working age in Scotland. Leaving aside the engagement of school-age young people with colleges, around 13.1% of the working age population attended a college for education or training in 2009-10. The working age population in June 2008 was roughly the same as in 2010, giving a participation rate for 2007-08 of around 14.6%.

HMIE uses a classification of 18 subject groupings, detailed at Appendix 2 of this report. Data on enrolments across all 18 groupings can be found at Appendix 3. The top 10 subject groupings by number of enrolments for 2009-10 are shown in Table 2.

| | |
|--|----------------|
| | 2009-10 |
|--|----------------|

⁶ SFC Infact database:

http://www.sfc.ac.uk/statistics/further_education_statistics/infact_database/infact_database.aspx

⁷ <http://www.gro-scotland.gov.uk/files2/stats/population-estimates/mid-2010/10mype-cahb-t1.pdf>

| HMIE subject grouping | |
|---|-------|
| Computing and Information and communications technology (ICT) | 14.3% |
| Care | 13.2% |
| Engineering | 8.6% |
| Special programmes | 7.6% |
| Hospitality and tourism | 6.3% |
| Business, management and administration | 6.2% |
| Construction | 6.0% |
| Languages and English for speakers of other languages (ESOL) | 5.5% |
| Art and design | 5.2% |
| Hairdressing, beauty and complementary therapies | 4.8% |

Table 2: The top ten subject groupings by enrolments in colleges 2009-10. Source SFC

In comparing these subject groupings, which account for just over 75% of college enrolments, with the six key sectors of the Scottish economy identified by Scottish Government:

- financial and business services;
- energy;
- tourism;
- life sciences;
- food and drink; and
- creative industries.

it can be seen that Scotland's colleges are delivering portfolios of provision well matched to the government priorities. Although there is not an exact match between HMIE subject groupings and government priorities, a partial mapping for 2009-10 can be made:

| HMIE subject grouping | Skills Development Scotland key sector |
|---|---|
| Computing and ICT | Financial and business services |
| Engineering | Energy |
| Hospitality and tourism | Food and drink Tourism |
| Business, management and administration | Financial and business services |
| Construction | Energy |
| Art and design | Creative industries |

Table 3: College subject groupings which contribute to the development of Scottish economy key sectors

Around 47% of enrolments in Scotland's colleges are in subject groupings of direct relevance to the small set of key sectors of the Scottish economy. However, a note of caution is needed as the mappings are not exact. It is clear that, although there is room for further support by colleges for the key sectors of the economy, Scotland's colleges make a major contribution to the skills requirements of these sectors.

College provision of science programmes does not feature in the top ten of programme groupings. However, although there has been a decline in the number of enrolments, from 22,000 to 16,000, in science programmes between 2005-06 and 2009-10 as shown in Table 3, there has been a realignment of provision to meet more closely the needs of the life sciences economic sector. Tables showing a selection of enrolment trends are in Appendix 4.

3.2 Drivers and influences

A number of Scottish Government policies and strategies are important in influencing provision in Scotland's colleges. They include:

- Skills for Scotland: A Lifelong Skills Strategy, 2007;
- 16+ Learning Choices: Policy and Practice Framework: supporting all young people into positive and sustained destinations, 2010; and
- More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland, 2006.

All colleges place learners and the quality of their learning experiences at the heart of their strategic and operational priorities. Most college learners attend a local college and, as a result, colleges place great importance on the needs of local learners and potential learners in planning and delivering their provision. This provision is designed mainly to prepare learners for employment with local employers or for further study within the college. At the same time, a number of colleges have developed specialist provision in particular areas of skills development. Examples include: the provision based in the specialist rural colleges; programmes in journalism and broadcasting; provision for the fishing and marine industries; conservation construction skills; and, increasingly, provision for skills development in energy-related industries.

A number of programme areas are common to most colleges. These areas include: care; business and administration; and computing and ICT. Increased provision of care programmes is closely linked to legislative requirements for employees of care organisations. Much of college provision, while continuing to meet the needs of learners, derives from the period of rapid expansion of college activity in the 1990s. It is not always clear how far this provision reflects employer demand. There is a tension in many colleges: balancing the demand from the local population for programmes to meet their career aspirations with the needs of local and national employers for skilled employees to benefit their organisations. How does a college respond when, for example, there is significant local demand for programmes in, for example, performing arts but few employment opportunities identified for successful learners? Colleges have significant experience of balancing the needs and aspirations of their very broad range of local, regional and national stakeholders. At least one college has placed employer-led demand ahead of learner-led demand in influencing its programme provision.

The development of provision to match the emerging technologies in energy-related economic activity is very good evidence of colleges' flexibility and speed of response to new developments. The new energy industries cover a wide range of occupational classifications. The growth of alternative domestic energy sources has led to a demand for new skills in the construction industry. Colleges are responding well to the requirements of employers for well-trained craftsmen and women with skills in these new domestic construction technologies. On a more strategic economic scale, there is an increased demand for skills in the maintenance of wind turbines, with at least one college providing programmes to meet this demand. The most recent initiatives have been in the area of marine energy and colleges close to the areas of most extensive research and development activity are developing their plans to meet the skills demands of employers in these industries. The example of the renewable and alternative energy sectors demonstrates clearly that colleges are contributing very positively to the development of the Scottish economy through their flexibility and speed of response to new initiatives.

Colleges have a deservedly high reputation for providing second-chance opportunities for those learners wishing to return to education. Programmes leading to Intermediate and Higher qualifications are very helpful to learners wishing to return to further education after a gap and to make progress towards higher education. More widely, an important influence on the shape of college provision is the opportunity for learners to progress through the various levels of programme in their chosen subject area, exiting with qualifications for employment or for further study in an HEI.

4. Profile of successful learners

4.1 Vocational qualifications

Successful learners on vocational programmes attain qualifications at a range of levels from SCQF 2-8, and occasionally beyond. Awards of SQA include:

- National Certificate (SCQF 2-6);
- National Progression Award (SCQF 2-6)
- Skillseeker and MA programmes (SCQF 5-7)
- Scottish Vocational Qualification (SCQF 4-11);
- Professional Development Award (SCQF 6-12)
- Higher National Certificate (SCQF 7); and
- Higher National Diploma (SCQF 8).

City and Guilds and other awarding bodies offer a wide range of vocational awards, certificates and diplomas, mainly at Qualifications and Credit Framework levels 1-4⁸.

Employment opportunities at the various levels of qualification vary according to the programme area. For example, very few successful learners in computing and ICT gain qualification-related employment with a National Certificate. Almost all fully-qualified employees in the main construction trades have attained a MA at SCQF 3 in an appropriate trade or craft. Many learners on land-based industries programmes, such as agricultural engineering or game keeping, gain employment with a qualification at SCQF 5 or 6. Much employment in the care sector is dependent on employees registering with the Scottish Social Services Council (SSSC) which specifies minimum qualifications, generally at HNC level and higher, although some qualifications at SCQF 6 may enable registration. This is particularly true of employment in nurseries. In hospitality, SVQ provision, at a range of levels, has become the norm for employment, particularly in the professional cookery area.

Increasingly, full-time programmes in many colleges incorporate a period of work placement, particularly at SCQF levels 4-6. Such work placements are not always easy to find and organise but their benefits are clear. Learners develop enhanced awareness of the sector in which they are being trained. Learners have opportunities to make contact with employers with a view to interview and future employment. Partnership working between college and employers and opportunities for employers to contribute to programme evaluation and enhancement are also significant benefits.

There is comprehensive provision of vocational programmes across Scotland's colleges. Higher National Certificate (HNC) and Higher National Diploma (HND) programmes are particularly important for colleges' contributions to skills development. Between 20% and 25% of higher education in Scotland delivered through HNC and HND provision in colleges. SDS has responsibility for the funding of a number of programmes, including *Get Ready for Work*, *Training for Work* and *MA*. Colleges are major contributors to these programmes.

⁸ A framework developed for awards in England. See <http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/145-explaining-the-qualifications-and-credit-framework>

The *Get Ready for Work* programme aims to give young people essential skills such as reading, writing and numeracy and the confidence to find work. It helps 16-19 year olds address any gaps in basic skills so they can enter the labour market and find employment. However, in 2010-11, only around 4,000 of the approximately 10,000 who left the programme had positive outcomes. Of those participants with positive outcomes, more than half progressed to employment. The remainder progressed to further training or education.

Training for Work programmes provide vocational skills training to help unemployed people who are aged over 18 to identify and access job opportunities. These programmes also provide employers with suitably trained employees or help them train new recruits in the skills required by their industry sector. In 2010-11, around 54% of the more than 6,500 leavers had positive outcomes of entering employment, with around 80% of employment sustained beyond 13 weeks.

Colleges contribute significantly to the training and education of *Modern Apprentices*. A large number of apprenticeship frameworks support the training and education of around 35,000 apprentices each year. In the first three quarters of 2010-11, around 68% of those leaving the scheme had obtained the MA qualification⁹.

Programme teams in all subject areas understand clearly the qualifications frameworks within which employers work. As a result, colleges offer appropriate vocational qualifications which meet the needs of employers in relation to required vocational knowledge and skills. However, although core and essential skills are included in most programmes, teaching staff do not always make sufficiently clear to learners the importance to employers of personal attributes when recruiting staff. A recent job advertisement for a software engineer included the following requirements:

- *A passion for software engineering*
- *Good team working and problem solving skills*
- *A highly motivated self-starter*

A recent advert for a clerical assistant required the following qualities:

- *Capable of working on own or as a team member.*
- *Show willingness to learn new skills.*
- *Have good organisational skills with an ability to prioritise work.*
- *Capability to concentrate and to produce a high standard of work whilst dealing with numerous distractions in a busy office environment.*
- *Ability to be polite and diplomatic with clients and suppliers.*

Learners are not always aware that their ability to demonstrate such skills and attributes as identified above is very important if they are to gain employment. Teaching staff in all colleges do not make sufficient use of sources such as employment advertisements to identify and emphasise to learners the importance of such attributes as enthusiasm, motivation, ability to work under pressure, and required standards of work.

4.2 Core skills

⁹ Sources: Skills Development Scotland National Training Programme statistics April to December 2010.

All colleges incorporate core skills into their programmes. Generally, core skills are defined as:

- *communication*;
- *numeracy*;
- *ICT*;
- *problem solving*; and
- *working with others*.

The context for delivery of core skills is important for learner engagement and motivation and for successful development of these skills. A number of models of delivery are in place.

Colleges with a separate core skills teaching section normally deliver core skills discretely and core skills teaching staff may or may not liaise with vocational teaching staff to add vocational context to core skills learning activities. In many classes, usually in communication, numeracy or ICT, there is little contextualisation of delivery and many learners do not understand clearly enough the relevance of core skills development to their vocational studies. However, increasingly, programme teams in many colleges understand the value of linking core skills delivery closely to vocational competences and are working closely with specialist staff to ensure the relevance of core skills lessons to learners' vocational studies.

In almost all programmes, the skills of *problem solving* and *working with others* are considered to be embedded in vocational units of study. Attainment of the vocational units which carry the core skill is deemed to include attainment of the core skill. However, this often results in learners not understanding the nature of the core skill for which they have received certification. For example, unless learners have participated actively in learning activities related to the core skill of *working with others*, they will have little understanding of the importance of such topics as interpersonal skills, collaboration, team roles or group dynamics. As a result, they will not have a framework within which to reflect on their development of these skills and attributes, and will not readily identify their strengths and areas for development. This will impede effective learning and skills development.

In many programmes, mainly at FE level, learners' attainment of core skills is certificated discretely. This is particularly the case for *communication*, *numeracy* and *ICT* in FE programmes and, to a lesser extent, *communication* in HE programmes. While many programme teams identify and report on learners' attainment of core skills, very few colleges analyse core skills attainment across their college, with a view to identifying the success of their core skills strategies in developing these skills in learners. Attainment data published by SFC is at the programme level and there is, therefore, no national picture of attainment in core skills units to inform actions for improvement of learners' core skills across the country.

4.3 Employability skills

Employability skills are very broadly defined. In general, they are that set of skills which contribute to enabling a person to operate effectively in the workplace. The Scottish Government, in its skills strategy published in 2007¹⁰, identifies a cluster of skills which it calls *essential skills*. These are:

- personal and learning skills that enable individuals to become effective lifelong learners;
- literacy and numeracy;
- the five core skills of *communication, numeracy, problem solving, information technology* and *working with others*;
- employability skills that prepare individuals for employment rather than for a specific occupation;
- essential skills that include all of those above; and
- vocational skills that are specific to a particular occupation or sector.

Other organisations, such as the Confederation of British Industry and SQA, have published very similar specifications for employability skills.

Most colleges do not define explicitly what they mean by employability skills but define them broadly in line with the definition above. There is a broad range of emphasis and focus, depending on subject areas. For example, in creative industries, employability encompasses creativity and the ability to win business through persuading potential clients. In computing, analytical skills are important. In care, interpersonal skills are valued highly.

A significant minority of programme teams define employability skills as that set of personal attributes and skills which enable learners to gain employment, commonly referred to as job-seeking skills. This is not in line with the definitions referred to above. Programmes in which this definition is in place do not enable learners to develop those employability skills essential for effective contributions in the workplace.

In its broadening of the award framework for school pupils, SQA created the *Skills for Work* suite of awards, at SCQF levels 4-6. These awards came about in response to the then Scottish Executive's *Lifelong Partners* strategy and the *Skills for Work* awards remain central to the Scottish Government's strategy for introducing vocational skills to the secondary curriculum. An explicit design feature of the *Skills for Work* awards is that they offer opportunities for young people to develop employability skills. The introduction of these awards in 2005 has strengthened the vocational curriculum in schools and provided many opportunities for school pupils to acquire employability skills. Elsewhere, in evaluations of the impact of the introduction of *Skills for Work* programmes, HMIE has reported that:

- *learners made good progress overall in the development of practical, employability and personal skills.*¹¹

¹⁰ Skills for Scotland: A Lifelong Skills Strategy, September 2007.

¹¹ Expanding Opportunities, HMIE, 2008.

More widely, the increased focus in colleges in recent years on the development of learners' employability skills has had a positive impact on their readiness for work and on their value to employers.

All college programme teams value the inclusion of a period of work experience in programmes and an increasing number of programmes now incorporate such experience for learners at all levels of programme. SVQ and MA require candidates to be in work in order to participate in the programme or to carry out a substantial period of work experience as part of their programme. Effective programmes of work experience encourage learners to reflect on their development of employability skills and to discuss their development with employers and programme tutors. In a number of colleges, learners undertake volunteer work, for example in the care sector, with charitable and other organisations and this is effective in enabling learners to develop employability skills.

Assessment and certification arrangements in most programmes, at FE and HE levels, do not offer opportunities to measure or identify explicitly enough the extent of learners' development of employability skills. Exceptions to this are *Skills for Work* courses and SVQ. As a result, learners do not know to what extent they have developed employability skills and are not in a position to offer evidence of such development to potential employers. In a few programmes, learners use their personal development plans to reflect on and evaluate for themselves the extent of their progress in developing employability skills.

5. Employers

The range of provision in all colleges is influenced by a number of factors. Two of these factors are particularly important: meeting learner demand for particular provision; and meeting employer need for an appropriately skilled workforce. This section describes and evaluates the extent to which colleges are meeting the latter.

5.1 Employer needs

Employer needs fall into two main areas: vocational skills; and that set of generic skills variously identified as core, essential, personal, learning and employability. The issue of generic skills has been addressed in a previous section of this report.

Many economic analyses of the Scottish economy identify three main aspects of employer workforce needs:

- a steady state requirement for a skilled workforce in stable areas of employment;
- addressing hard-to-fill vacancies which arise from skill shortages where there are not enough skilled, qualified or experienced applicants for vacant posts; and
- addressing hard-to-fill vacancies which arise from skill gaps where the current workforce does not have the full skill set to meet employer needs.

Colleges have established, over long periods of time, very good intelligence about local and regional economies. This intelligence has informed very well the development of appropriate portfolios of provision designed to meet the needs of local and regional economies, as well as the wishes and aspirations of individuals in college communities. For example, until the recent economic downturn, most college portfolios served well the needs of local and regional industry sectors such as engineering, construction, care, business, and administration, computing and ICT and personal services. On the other hand, during the 1990s and the early part of the current decade, the funding model for colleges required *de facto* year-on-year growth in activity if colleges were not to see their funding eroded. This resulted in the creation of additional provision which was not always based on a related increase in employer demand. The rationale for much of this provision relied on a supposed preparation of learners for study at HEI, rather than on the prospect of employment. Latterly, changes to the funding model have resulted in the removal of the need for year-on-year growth.

Recent changes in economic activity have forced colleges to realign their portfolios to meet changed employment circumstances and many colleges have responded very quickly and effectively to these changes. For example, in construction, the reduction in the number of MAs, due to a contraction in the construction industry, has led colleges to offer more full-time vocational preparation programmes than before, to ensure continuity of supply of suitable qualified and experienced workers when the industry resumes previous activity levels. In engineering, many colleges are realigning their provision to meet the needs of the emerging renewable industry.

Skills in Scotland 2010 presents the results of the 2010 *Scottish Employers' Skill Survey* (SESS).¹² The report identifies comprehensively both skill shortages and skill gaps. Data in this section of the report is taken from the results of the SESS 2010.

The survey found that, in the period covered, there were 43,900 vacancies in Scotland, a fall in the number of vacancies since 2008, reflecting the economic downturn. Of these vacancies, 15,400, or 35% were hard-to-fill. Smaller workplaces (fewer than five employees) continue to find vacancies harder to fill than larger workplaces. This may be due to a wider skill set required of employees in smaller workplaces than in larger workplaces. Not all hard-to-fill vacancies arise as a result of skill shortages as referred to above. Only 8,000 vacancies are a result of applicants not having sufficient skills, qualifications or experience. The rest of these vacancies are hard to fill because applicants lacked the necessary *soft skills*.

The extent of skill gaps is clear from the SESS. Around 6% of employees (139,100) have a skill gap. This number has fallen since 2008 but skill gaps are more common than skill shortages. The main skill gaps are in *softer core skills* as described above. Skill gaps are more likely to affect workers in occupations which require lower levels of skills and qualifications.

The SESS provides comprehensive data on training. More than half (61%) of workplaces provide training for their staff. Thirty-eight percent of all employees receive off-the-job training. Off-the-job training is least likely in establishments with fewer than five employees. Public sector and voluntary sector employers are more likely to offer training to their staff than private sector employers. This effect may result from the larger average size of public sector establishments. Those sectors most likely to provide employee training are health and social work (88% of establishments) and education (84%). Those sectors least likely to offer training are transport, storage and communications (39%) and agriculture, hunting, forestry and fishing (45%).

Establishments use a wide range of training providers. Many use multiple types of provider. The most commonly used type is private training providers or external consultancy (66%). Colleges are used by 23% of establishments. Data in the SESS indicates that there is room for expansion of college activity in employer-based training, particularly in short-course provision for *softer core skills* training and for statutory training in such areas as forestry, REHIS and general health and safety. The SESS reports that there is little skill shortage or gap in the ICT skills of employees.

5.2 Communication with colleges

All colleges have long-established and successful partnerships with employers and employer organisations, through which they receive valuable guidance and advice relating to the range and content of training and qualification opportunities for their employees in particular and for their industry in general. In many industry sectors, there are highly influential employer organisations which engage well with colleges to plan and evaluate provision.

¹² *Skills in Scotland 2010*, Scottish Government Social Research, 2011, ISBN 978-1-78045-035-3 (web only), <http://www.scotland.gov.uk/Resource/Doc/344028/0114449.pdf>

Colleges have a wide range of additional opportunities to engage with employers and to identify their needs. In those subject areas with a particularly strong industry cohesion and identity, advisory groups can work well. These groups bring college programme teams and local employers together to discuss and plan provision to meet local and regional employer needs. The success and impact of these groups vary. In some subject areas, employers and programme teams meet regularly and work effectively to identify and implement improvements and enhancements to programmes, as well as to propose new provision to meet changing employer needs. However, in many subject areas in many colleges, advisory groups are not effective in bringing employers and programme teams together for the benefit of the college, employers and learners.

Work placements for learners and industry shadowing schemes for teaching staff offer many opportunities for college programme teams to engage with employers to identify and respond to needs. Teaching staff maintain contact with learners on work placement by visiting them in the workplace and discussing their progress with employers. For example, there are strong partnerships between colleges and employers in the care sector to provide work placements for learners on child care programmes. Teaching staff on industry placement as part of continuing professional development (CPD) have very good opportunities to meet and engage with employers and to find out at first hand the training and skills development priorities of the organisations with which they are placed. In addition, almost all colleges employ part-time teaching staff who also work in their industry, thus giving further opportunities for effective contact with industry.

In many colleges, the principal or a senior manager works effectively to maintain good liaison with employers and employer organisations. For example, in many areas, college principals or other senior managers are members of the board of the local Chamber of Commerce. College managers host *business breakfasts* and other events to engage with local employers. Many colleges contribute effectively to local arrangements to promote effective skills development, including tourism and hospitality initiatives, heritage construction groups and other local fora. In a number of colleges, the careers service of SDS and *JobCentre Plus* provide an effective bridge between colleges and employers.

5.3 Day-release and in-work learners

College provision for day release and in-work learners has changed significantly over the last 15 years. The introduction of SVQ and related provision in the MA programme has led to a significant decline in the uptake of day release HNC programmes, with very few colleges offering this provision. The introduction of the *Skillseekers* scheme at SVQ level 2 has brought much-needed in-work provision to the FE portfolio of programmes.

Patterns of attendance for day release and in-work learners vary according to subject area. MAs are open only to employed learners and, in many subject areas, the attendance pattern is one of block release with learners attending college for short full-time periods, typically of around six weeks at a time, spread over the 2-4 years of the programme. *Skillseekers* may be employed or full-time learners with links to an employer.

Many learners engaged on a MA programme value particularly the time they spend on off-the-job training in their local college. They have very good opportunities to

study and understand the theory underpinning their practical activities. They improve and enhance their core skills, particularly numeracy, and have very good opportunities to develop a wider range of practical skills in college than in the workplace. For example, joinery apprentices gain roofing skills, motor vehicle apprentices learn to service car electrical systems, and hospitality SVQ candidates develop good knowledge of health and safety in kitchens. Many learners value the extra time given to them in college to build up their skills. This complements well the skills they develop in the workplace in working to deadlines and at speed.

6. Progression to further study or employment

Positive outcomes for learners in Scotland's colleges include:

- further study at the next appropriate level in a college;
- study at a higher education institution; and
- employment.

In general, colleges do not have robust or comprehensive data about the destinations or next steps of their learners. There are significant difficulties in most colleges in maintaining contact with learners who have moved on to further study elsewhere or to employment, and in tracking their progress once they have left the college. College programme teams do not routinely collect or analyse data about the internal progress of learners passing from one level of study to the next in their college. As a result, much analysis in colleges of learner destinations and progress is anecdotal. Programme teams are generally poorly informed about the employment destinations of their learners. Recently, the *Centre for Research in Lifelong Learning* has carried out research into the intentions and destinations of learners who complete Higher National qualifications. The centre has published an interim report¹³ based on over 800 learners in a sample of colleges in the greater Glasgow area. The report concludes that:

- some HN programmes are vocationally orientated while others prepare learners for further study at HEI; and
- articulation from college to HEI does not always provide full credit for prior qualifications.

The need for such research reinforces the fact that there is no existing comprehensive local or national information on destinations of college leavers.

6.1 Arrangements for progression and articulation to HEI

In 2005, SFC published its review of policy for widening participation, *Learning for All*¹⁴. Following on from the recommendations of this report, SFC carried out a consultation on its options for its policies for articulation between colleges and HEI. The consultation document, *Articulation for All?*¹⁵, sought the views of respondents in order to guide the thinking of SFC in relation to the funding of initiatives to encourage greater articulation between colleges and HEI.

¹³ Ingram and Gallacher, HN Tracking Study, 2nd Interim Report, Centre for Research in Lifelong Learning, November 2010.

¹⁴ *Learning for All*, SFC, 2005, ISBN 1899911472, http://www.sfc.ac.uk/web/FILES/Our_Priorities_Access/learning_for_all_publication_september_2005.pdf

¹⁵ *Articulation for All?*, SFC 2007, http://www.sfc.ac.uk/web/FILES/Consultations_SFC052007C_ArticulationforAll/sfc052007c.pdf

Articulation for All? clarified helpfully what SFC means by articulation:

By articulation we mean entry to the second or third year of a university degree course using a Higher National Certificate or a Higher National Diploma (HNC/D) gained in a college as an entry qualification. Many students also enter the first year of a degree course using HNC/Ds as an entry qualification. While this may be a valuable route for widening access to university, it is not articulation in the strict sense, because the student repeats a year or more of education at a level or levels of the Scottish Credit and Qualifications Framework (SCQF), for which they have already gained academic credit.

Entry to a university degree course by holders of HNC or HND qualifications under conditions which do not recognise fully the SCQF level already attained by the entrant is commonly referred to as *progression* to distinguish it from true articulation.

Articulation for All? sets out clearly the extent of articulation in 2007 between colleges and HEI. Main points from the report include the following:

- *articulation (by which we mean entry into year two or three of a degree course of an HEI using an HNC or HND as entry qualification) accounts for about 7 % of entrants to first degrees at HEIs in Scotland;*
- *significant volumes of articulation are limited to a small number of HEIs;*
- *there are powerful barriers to spreading articulation beyond the routes that are already well used. Some of these are because course content and objectives do not match, and some are because of the lack of a business case for articulation for those universities that can easily fill places by other means; and*
- *we still do not know enough about how students articulate. We need to improve the way that we track students, and use this information to inform policy in the future.*

As a result of the *Articulation for All?* consultation, SFC funded a number of *Regional Articulation Hubs*, with the aim of developing articulation routes for college learners to enter first-degree programmes at HEI. These hubs have done much to promote articulation between colleges and HEI, and to devise new articulation pathways. For example, the hub covering Edinburgh, the Lothians, Fife and the Borders (ELRAH)¹⁶ has been active in increasing the numbers of learners articulating between colleges and HEI in its region. It provides helpful information and guidance to those wishing to enter degree-level study with advanced standing for their HNC or HND. Many learners throughout Scotland have benefitted from collaboration with hubs such as ELRAH. A number of colleges have created staff posts for the promotion and development of articulation agreements between their college and HEI.

The key points of the *Articulation for All?* document indicate that comprehensive articulation exists in only a minority of HEIs. The record of articulation in a few universities is very poor. These institutions accounted for around 34% of all

¹⁶ ELRAH, www.elrah.ac.uk/

first-degree entries in 2005-06 but only 2% of entries with articulation. Just over half of all entries with articulation in 2005-06 were in two universities.

Almost all colleges have agreements with local or other HEIs. These agreements may be formal or informal, for articulation or progression and vary in the extent of agreement. Most colleges offer a guaranteed interview, while many offer a place on first-degree study, subject to availability of places. Very few guarantee articulation for suitably qualified candidates. Indeed, in recent years, a number of articulation and progression agreements have not been fully met by the receiving HEI owing to circumstances affecting total numbers of undergraduate places in HEI.

In colleges which are members of the University of the Highlands and Islands, articulation is built into HE programme frameworks and learners who successfully complete HNC or HND are as well placed as those completing successfully years one or two of degree study to progress to third and fourth year degree study. In many programmes, HNC and degree learners are taught in the same class. Elsewhere, articulation and progression usually requires learners to transfer from one institution to the other. In a few colleges, there are arrangements in place for the third year of degree studies in certain programmes to be taught on college campuses by college staff, thus enabling learners to continue their education to degree level in the establishment in which they began their HE programme. Examples of close collaboration between colleges and HEI for the delivery of first degree programmes include:

- BA Professional Photography: Stevenson College Edinburgh and Abertay University;
- BA Business Management: Borders College and Heriot Watt University;
- BSc Quantity Surveying: Adam Smith College and Heriot Watt University;
- BA Creative Industries Practice: Cardonald College and University of the West of Scotland; and
- BSc Aquaculture: Barony College and University of Stirling.

In colleges with effective progression and articulation links, learners have good opportunities to find out about further study in advance of applying to an articulating HEI. Many college prospectuses indicate the range of further study options beyond HNC or HND, with the result that learners are well informed about routes to a degree. Teaching staff from some HEIs liaise with college staff to inform learners about study at their institution. Some HEI teaching departments organise open days for college learners, thus increasing opportunities for learners to be fully informed about their options for further study. In the best examples, college and HEI teaching staff collaborate closely to ensure effective transitions from college to HEI.

Most colleges deliver programmes for mature learners without prior qualifications to enable them to enter first degree programmes at HEI. Many of these programmes are delivered in partnership with SWAP and guarantee a university place for successful learners on access programmes. Since its inception in 1998, 27,000 mature learners have returned to study, mainly in colleges, with a view to progression to first degree programmes or other HE provision, mainly HNC and HND. A large number of access programmes are available in the three SWAP areas: East, West and North.

6.2 Progression within colleges

In recent years, all colleges have reviewed FE programme provision to take advantage of the enhanced range of programmes available across SCQF levels 1-6. In particular, the introduction of SQA National Certificates at SCQF levels 4-6 has enabled colleges to plan and implement progressive programmes of learning to meet the needs of a very wide range of learners with prior experience and qualifications. Colleges now offer a very helpful range of entry points to FE provision at access levels (SCQF 1-3) and national qualification levels (SCQF 4-6, including National Certificates and National Progression Awards for part-time learners). These programmes prepare learners very well for further study of HN programmes (SCQF 7-8).

As a result of these multiple entry points, colleges can offer places to learners on FE programmes at a level which is appropriate to their prior learning and experiences. This enables learners to attain qualifications at the most appropriate level and to move up through the levels with adequate preparation from study at a lower level. However, this wide range of FE provision raises a number of issues.

Discrete cohorts of learners at different levels can lead to small class sizes. To achieve viable class sizes, many colleges combine a number of SCQF levels in the same class with a common programme covering more than one level. For example, a programme team offering National Certificate provision at SCQF 4-6 may have only two classes: a combined level 4/5 and a similarly combined level 5/6. This can present problems of meeting the needs of all learners.

However, this multi-level approach to provision has positive aspects. Learners can make progress through the various FE levels to HN entry in fewer years than in single level classes. For example, a learner applying for an FE programme may be offered a place at National Certificate level 4. In a subject area with discrete levels of FE provision, this learner will take three years to attain level 6, a normal prerequisite for entry to HN provision. Similarly, an entrant at level 5 will study for two years to attain normal entry qualifications for HN study. By combining levels in programmes, learners at level 4 at the start of an academic year may achieve at level 5 by the end of that year and may progress to level 6 in the following year, thus shortening the progression journey to HN provision by one year. Similarly, entry at level 5 to a multi-level programme may allow sufficient achievement at level 6 to enable entry to HN programmes, thus allowing a level 5 learner to achieve entry to HN after one year's study at FE level. This also addresses the issue of FE learners wishing to spend as little time as possible preparing for study at HN level.

However, in many programme areas, normal progression to HN provision is after successful study at SCQF 5. This misses out any preparation at SCQF 6, a desirable preparation in many subject areas. Most programme teams now understand fully the importance of study at SCQF 6 as effective preparation for HN programmes but implementation of level 6 programmes is not wide. Many programme teams compromise by offering a combined level 5 and 6 programme with a substantive National Certificate at level 5 and the addition of appropriate level 6 units. This is very helpful in many colleges in preparing learners for study at HE level.

There is comprehensive provision of HNC and HND provision across Scotland's colleges. This is a major and important feature of Scottish higher education, with between 20% and 25% of HE in Scotland delivered through HNC and HND provision in colleges. Articulation from HNC and HND to first degree provision is covered

elsewhere in this report. One-year programmes leading to the award of HNC are generally equivalent to HND first year programmes, as long as they include sufficient units to enable progression from HNC, made up of 12 SQA credits, to HND, which requires 30 credit passes for the award of HND. To enable HNC learners to make smooth progress to HND year two, most HNC full-time programmes incorporate three extra credits to make up the equivalent of HND year one study. There is generally poor attainment of HND by those learners who have not achieved 15 credit passes at the end of HNC or HND year one, and who are allowed to progress to year two while carrying a number of unpassed units. Programme teams do not always consider fully enough the prospects for success of learners allowed to carry units into HND year two. In a few colleges, learners wishing to progress to HND year two without a requisite 15 credits are required to undertake study to achieve the requisite number of passes, either through extra work over the summer break or through part-time study at other times, before they can progress to HND year two. This gives these learners a much better chance of success without using up their funding to little effect.

6.3 Progression to employment

In all colleges, many learners make successful transitions into employment related to their vocational studies. College programme and guidance teams work well to support learners into employment but find it difficult to track learners once they have left college. As a result, it is often difficult for programme teams to know how successful their learners have been in finding jobs.

A wide range of measures is in place across colleges to link learners to employers and thus enable employers to identify and evaluate potential employees and learners to bring their skills and attitudes to the attention of employers seeking recruits. These include:

- work experience and volunteering;
- job advertising on college notice boards;
- location of JobCentre Plus offices on campus;
- partnerships between programme teams and employers to enhance intelligence about recruitment opportunities;
- preparation of curriculum vitae and interview training; and
- open days and other events to bring employers and learners together.

The above arrangements are comprehensive and enable many learners leaving college to approach their job-finding activities with confidence and clear understanding of how to go about finding employment.

Colleges generally do not obtain robust data on the employment destinations of college leavers. Programme teams and guidance staff make attempts to identify the first destinations of leaving learners but, in many colleges, these attempts are only partially successful and much first destination data is partial at best and absent at worst. In a few colleges, programme teams have very comprehensive data on first destination of leavers. This is particularly true of small, specialist colleges where college links with relevant employers tend to be strong. In larger colleges, programme teams providing specialist provision, such as photography or creative industries provision, also have strong links to employers and thus know well the destinations of their learners. In most cases, information is anecdotal.

Colleges have identified a number of arrangements which provide useful information about first destinations. These include:

- obtaining employment information from learners at graduation and other award ceremonies;
- use of professional networking websites;
- pre-exit interviews; and
- post-course questionnaires.

However, collection of data on first destination is not robust enough to enable colleges to carry out comprehensive analysis of the employment destinations of college leavers or to comment on the effectiveness of arrangements to support learners into employment. Collection of robust and comprehensive data is very difficult, but most programme teams make insufficient effort to collect data.

7. Recommendations

SFC should:

- work with SQA and colleges to identify methods of reporting on learners' core skills attainment;
- work together with Education Scotland and colleges to adopt subject groupings which have greater consistency with standard industrial classifications to enable more meaningful analysis of learner outcomes in relation to nationally and regionally published labour market intelligence; and
- build on the good work already in place to extend and enhance arrangements for genuine articulation in order to eliminate wasteful repetition of SCQF levels of study.

Scotland's Colleges should:

- consider how best they can collaborate in meeting the need for workforce development, given that only 23% of employers in the SESS used a college for workforce training.

Colleges should:

- continue to emphasise to learners the importance to employers of core and essential skills and ensure effective development of these skills;
- ensure that learners understand fully the extent of their development of employability skills and that they can discuss these skills with potential employers;
- ensure that all staff understand fully that employability skills extend beyond those skills required to gain employment and that these skills are clearly focused on workplace performance;
- consider how to enhance communication with employers to enable employers to contribute more fully to quality enhancement of programmes; and
- put in place comprehensive and robust arrangements to identify both internal progression and first destinations of learners, particularly in relation to those learners progressing to employment.

Education Scotland should:

- monitor the implementation of the recommendations of this report.

8. Excellent practice

8.1 Borders College partnership with Scottish Borders Housing Association

Work placement has always been a key element within all full-time construction programmes in Borders College and, in the past, learners secured placement opportunities with ease. However, the recent difficult economic climate has had a detrimental effect on the local construction industry, resulting in a significant drop in placement opportunities. In response to this, Borders College and Scottish Borders Housing Association (SBHA) came together in partnership to offer an innovative solution to ensure the continued development of the workforce of the future, giving learners valuable work experience and preparing them well for employment.

SBHA was due to commence renovation works to a block of flats involving the installation of a plumbing and heating system, new bathroom and kitchen, and full redecoration to each property in the block. To assist learners in gaining workplace experience, SBHA offered one of the properties to the college to carry out the schedule of works.

A number of learners took the opportunity to be involved in the project which was supervised by college staff, and the work had to be completed within the timescale set out by SBHA. Staff and learners worked alongside SBHA's own apprentices and time-served tradesmen who were on-hand to provide practical help and materials when required, making the project a real team effort.

Due to the nature of the project, learners experienced the demands and pressures of working on a real-life building site, involving meeting deadlines while maintaining required work standards.

The following link provides details of this project on the college web site.

www.borderscollege.ac.uk/news.php?a=364

8.2 Cardonald College and *Harris Tweed* weaver training and accreditation

The *Harris Tweed* industry has recently begun to recover after many years of decline. However, the lifeblood of the industry, the weaver, had also reduced in numbers to the point that any regeneration would have been impossible without a planned programme of approved training and accreditation.

Cardonald College has developed the first accredited training programme in the history of the industry. The college identified SVQs at levels 1 and 2 in Manufacturing Textile Products as appropriate for the industry and developed a training course, assessments and candidate log books. The college then negotiated a unit in an industrial park in Stornoway, identified 6 industrial looms and agreed the supply of training warp beams from the local mills.

A *new start weaver training programme* for 10 job seekers was funded by SDS while the accreditation process of 100 practising weavers was funded, through a European Social Fund grant, by Western Isles Council.

A project manager was appointed along with three semi retired weavers to deliver the programme. They attended *Train the Trainer* workshops and completed Assessor-Verifier training.

The project has had several key impacts. Eight of the ten trainee weavers achieved SVQ level 1 within the timescale of the training programme and have gained employment with two mills on the islands. These eight weavers are now working towards SVQ Level 2. One hundred experienced weavers have reached the level of accreditation (SVQ Level 2) required for employment by local mills. The college programme has contributed significantly to the skills needed for the sustainability of the *Harris Tweed* industry.

The project has stimulated interest in the textile sector across Scotland. The college will use the knowledge gained in the project to extend SVQ training into other sectors of the textile industry. This work will be supported in part by an SFC *Skills in Textiles* award.

8.3 The development of learners' core skills at Orkney College

The college has a very comprehensive policy, the *Orkney College Core Skills Provision Policy*, for the development of learners' core skills. Its definition of core skills goes beyond the generally accepted view of the five skills of *communication, numeracy, ICT, problem solving* and *working with others* to include personal effectiveness, business enterprise and others. The aims of the policy are firmly based on development in learners of the four capacities of Curriculum for Excellence. The policy lays a specific duty on all teaching staff to enable and ensure not only the development of learners' vocational skills but also of their core skills. The development of their skills is as important as their certification. The policy recognises that across the subject areas, the range of appropriate core skills, and the approaches to their delivery, will vary.

The policy identifies three contexts for the delivery of core skills: *the world of work, the college world* and *the personal world* of the learner. Within these contexts, the policy sets out clearly the responsibility of teaching staff for the delivery of core skills. The involvement of learners in planning is important.

*The more involvement students can have in the choice of learning tasks, the more likely they are to engage productively with them.*¹⁷

The policy has a helpful section on design of assessment items for core skills. The section relating to learning and teaching approaches covers such topics as: relevance of tasks to learners; their responsibility for their own learning; relationships between teaching staff and learners; effective communication between staff and learners; learning preferences; and self-assessment by learners.

The *Orkney College Core Skills Provision Policy* provides a very good basis for the systematic delivery of core and other skills across all programmes. It emphasises the importance placed by the college on the development of learners' core skills. It sets out clearly the college's expectations of learners and programme teams in the development of these skills. It places core skills firmly at the centre of preparing learners for employment or further study.

¹⁷ Orkney College Core Skills Provision Policy, section 5.

Appendices

Appendix 1: Employment in Scotland 2009

| Standard Industrial Classification | Share |
|--|-------|
| Human health and social work activities | 15.4% |
| Wholesale and retail trade; repair of motor vehicles and motorcycles | 14.8% |
| Education | 7.8% |
| Manufacturing | 7.6% |
| Administrative and support service activities | 7.3% |
| Accommodation and food service activities | 7.2% |
| Professional, scientific and technical activities | 6.5% |
| Public administration and defence; compulsory social security | 6.1% |
| Construction | 5.8% |
| Transportation and storage | 4.2% |
| Financial and insurance activities | 3.7% |
| Agriculture, forestry and fishing | 3.2% |
| Arts, entertainment and recreation | 2.5% |
| Information and communication | 2.4% |
| Other service activities | 1.8% |
| Real estate activities | 1.3% |
| Mining and quarrying | 1.2% |
| Electricity, gas, steam and air conditioning supply | 0.7% |
| Water supply; sewerage, waste management and remediation activities | 0.6% |

Source: Employee jobs by industry - Scotland - 2008-2009 - Business Register Employment Survey

Appendix 2: HMIE groupings of subject areas

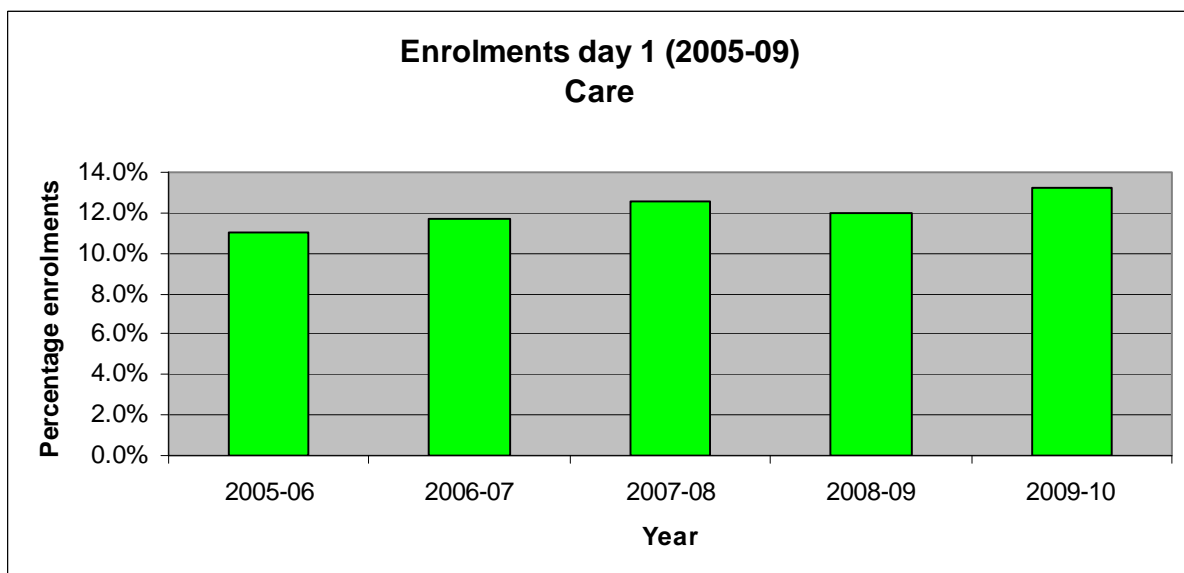
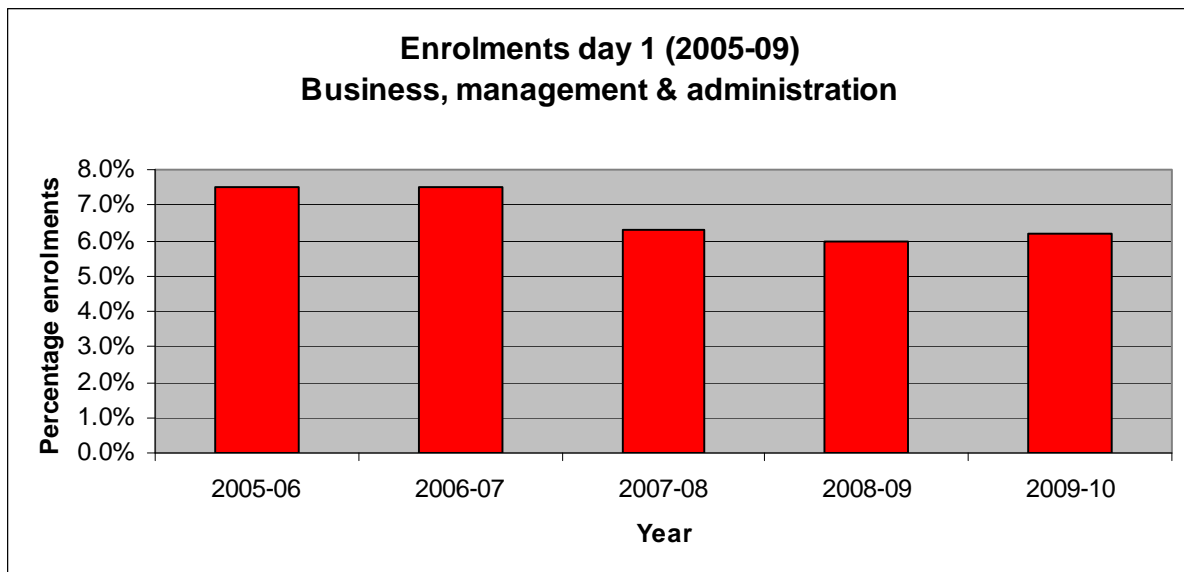
Art and design
Business, management and administration
Care
Computing and ICT
Construction
Education and training
Engineering
Hairdressing, beauty and complementary therapies
Hospitality and tourism
Land-based industries
Languages and ESOL
Media
Nautical studies
Performing arts
Science
Social subjects
Special programmes
Sport and leisure

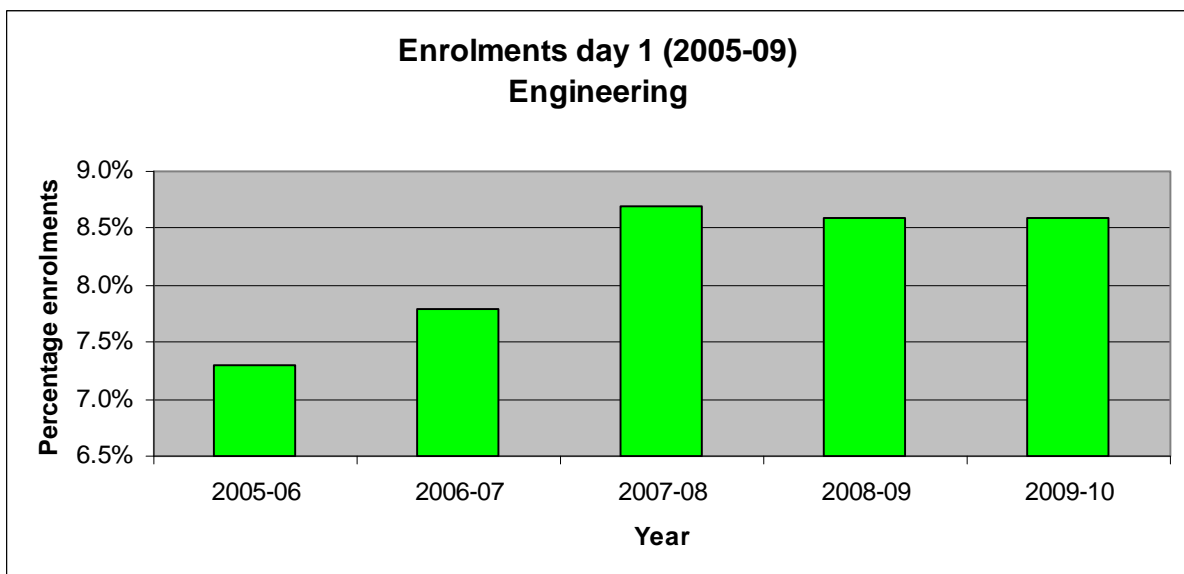
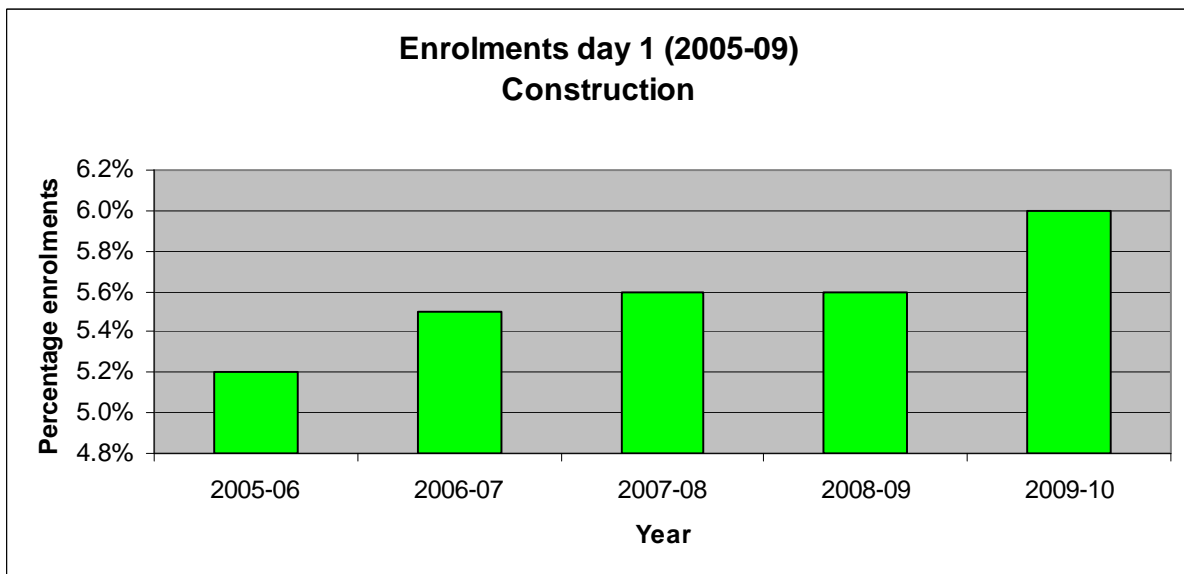
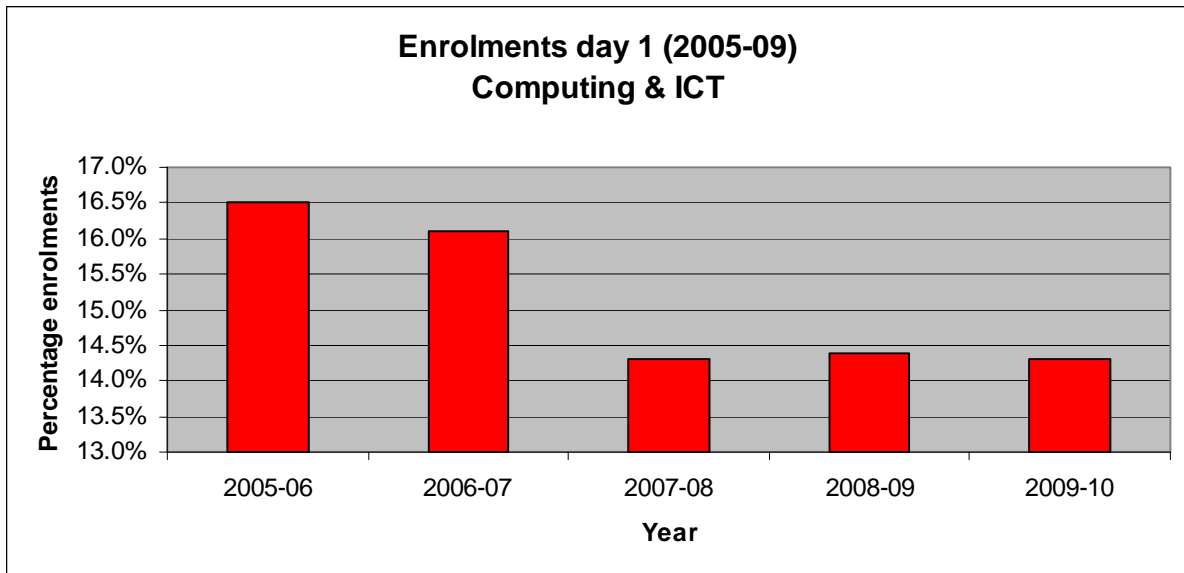
Appendix 3: Enrolments by HMIE grouping 2005-06 to 2009-10

| HMIE subject grouping | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 |
|--|-------|-------|-------|-------|-------|
| Art and design | 5.8% | 5.3% | 5.2% | 5.5% | 5.2% |
| Business, management and administration | 7.5% | 7.5% | 6.3% | 6.0% | 6.2% |
| Care | 11.0% | 11.7% | 12.6% | 12.0% | 13.2% |
| Computing and ICT | 16.5% | 16.1% | 14.3% | 14.4% | 14.3% |
| Construction | 5.2% | 5.5% | 5.6% | 5.6% | 6.0% |
| Education and training | 2.5% | 2.2% | 1.9% | 2.3% | 2.3% |
| Engineering | 7.3% | 7.8% | 8.7% | 8.6% | 8.6% |
| Hairdressing, beauty and complementary therapies | 4.3% | 4.4% | 4.3% | 4.4% | 4.8% |
| Hospitality and tourism | 6.7% | 6.3% | 6.5% | 6.1% | 6.3% |
| Land-based industries | 2.7% | 2.7% | 2.6% | 2.8% | 2.8% |
| Languages and ESOL | 5.1% | 5.1% | 5.6% | 5.3% | 5.5% |
| Media | 1.9% | 1.8% | 1.8% | 1.8% | 1.9% |
| Nautical studies | 1.1% | 1.2% | 1.2% | 1.2% | 1.3% |
| Performing arts | 3.2% | 3.3% | 3.8% | 3.3% | 3.8% |
| Science | 5.0% | 4.1% | 3.9% | 4.0% | 3.8% |
| Social subjects | 2.0% | 2.2% | 1.7% | 1.8% | 2.0% |
| Special programmes | 6.0% | 7.0% | 8.2% | 9.1% | 7.6% |
| Sport and leisure | 5.2% | 5.8% | 5.7% | 5.7% | 4.4% |

Source: SFC

Appendix 4: Enrolment trends for selected programme groupings





Source: SFC

Appendix 5

Colleges involved in fieldwork for this report

Barony College
Borders College
Stevenson College Edinburgh
Moray College
Orkney College
Lews Castle College
Cardonald College
West Lothian College

Websites consulted

| | |
|---------------------|--|
| BCS | www.bcs.org/ |
| Careers Scotland | www.careers-scotland.org.uk/ |
| CBI | www.cbi.org.uk/ |
| City and Guilds | www.cityandguilds.com/ |
| Cogent | www.cogent-ssc.com/ |
| Construction Skills | www.cskills.org/ |
| ELRAH | www.elrah.ac.uk/ |
| e-skills | www.eskills.com/ |
| HABIA | www.habia.org/ |
| HMIE | www.hmie.gov.uk/ |
| LANTRA | www.lantra.co.uk |
| NCTJ | www.nctj.com/ |
| NPTC | www.nptc.org.uk/ |
| RCVS | www.rcvs.org.uk/ |
| REHIS | www.rehis.com/ |
| Scotland's Colleges | www.scotlandscolleges.ac.uk/ |
| SCQF | www.scqf.org.uk/ |
| Scottish Government | www.scotland.gov.uk/ |
| SDS | www.skillsdevelopmentscotland.co.uk/ |
| SECTT | www.sectt.org.uk/ |
| SFC | www.sfc.ac.uk/ |
| Skillset | www.skillset.org/ |
| SNIPEF | www.snipef.org/ |
| SQA | www.sqa.org.uk/ |
| SSSC | www.sssc.uk.com/ |
| SWAP | www.scottishwideraccess.org/ |

Glossary of terms

| | |
|-------|---|
| BA | Bachelor of Arts |
| BCS | British Computer Society |
| BSc | Bachelor of Science |
| CBI | Confederation of British Industry |
| CPD | Continuing professional development |
| ELRAH | Edinburgh Lothians Fife and Borders Regional Articulation Hub |
| ESOL | English for speakers of other languages |
| FE | Further education |
| HE | Higher education |
| HEI | Higher Education Institution |
| HMIE | Her Majesty's Inspectorate of Education |
| HN | Higher National |
| HNC | Higher National Certificate |
| HND | Higher National Diploma |
| ICT | Information and communications technology |
| MA | Modern Apprenticeship |
| NCTJ | National Council for the Training of Journalists |
| NPTC | National Proficiency Tests Council |
| RCVS | Royal College of Veterinary Surgeons |
| REHIS | Royal Environmental Health Institute of Scotland |
| SBHA | Scottish Borders Housing Association |
| SCQF | Scottish Credit and Qualifications Framework |
| SDS | Skills Development Scotland |
| SECTT | Scottish Electrical Charitable Training Trust |
| SESS | Scottish Employers Skill Survey |
| SFC | Scottish Further and Higher Education Funding Council |
| SNIPF | Scottish and Northern Ireland Plumbing Employers' Federation |
| SQA | Scottish Qualifications Authority |
| SSSC | Scottish Social Services Council |
| SVQ | Scottish Vocational Qualification |
| SWAP | Scottish Wider Access Programme |

© Crown copyright, 2011

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence providing that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Education Scotland copyright and the document title specified.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at:

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston
EH54 6GA
Tel: 01506 600 200
Fax: 01506 600 337
e-mail: enquiries@educationscotland.gsi.gov.uk

ISBN 978-0-7053-1870-9

